EDITOR'S COLUMN

Technological advancements offer music educators an increasingly diverse array of applications that may hold great potential for enhancing music teaching and learning. This issue of *JTML* presents different perspectives on this topic ranging from university-based research to the practical experiences of in-service music educators. Featured research articles describe the results of systematic inquiry into the effectiveness of specific instructional technologies when applied to music learning situations. This issue also includes proceedings from the fifth, six, and seventh National Symposia (2003, 2004, 2005) on Music Instruction Technology (NSMIT). These proceedings summarize research studies and applications of music instructional technology from professional music educators working within settings ranging from K-12 public school to university-level teaching. NSMIT provides an important forum for music educators to exchange experienced-based learnings about music instruction technology.

Kathleen Riley and Edgar E. Coon's study examines the role of visual (piano roll score) feedback in improving early through intermediate level keyboard student performance accuracy of rhythmic notation. This study indicates certain advantages for early intermediate level students using piano roll score feedback in comparison to students using a notated score followed by aural feedback. In a university setting, Robert Clifford explores appropriate ways to adapt text and graphics to facilitate student learning with Hypermedia. However, instructional technology use does not always promote optimum achievement. Thomas Smialek and Laura Swenson's study of university students' reactions to Internet based testing reveals certain disadvantages vyhen students took online tests in comparison to in-class tests.

These studies and conference proceedings provide insight across a rather broad spectrum of music instruction technology applications. Our goal in disseminating this information is to not endorse any particular hardware or software application, but rather to provide objective information that may assist music educators in selecting the most appropriate instructional technologies for their particular teaching situations.

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Editor